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ABSTRACT

This publication is a collection of 20 supporting documents for a conference program, "Working Together To Change the Rape and Violence Culture." Contents include: (1) "Presenter Contact Information"; (2) "Characteristics of Rape-Prone versus Rape-Free Cultures"; (3) "Dater's Bill of Rights"; (4) "Quotes for Discussion"; (5) "University of Florida's Center for Sexual Assault/Abuse Recovery and Education (C.A.R.E.) Peer Education Program"; (6) "C.A.R.E. Peer Education Program Committees"; (7) "C.A.R.E. Peer Education Program Training Model"; (8) "C.A.R.E. Peer Education Program Information Session"; (8) "The Cooperative Contract"; (9) "C.A.R.E. Peer Education Program in Action"; (10) "Anonymous Survey Exercise"; (11) "Lines of Communication Exercise"; (12) "Recipe for a Positive, Healthy Sexual Relationship"; (13) "'Men Against Violence' at LSU (Louisiana State University): History and Mission"; (14) "'Men Against Violence' at LSU: Constitution"; (15) "Beginning a 'Men Against Violence' Chapter on Your Campus"; (16) "'Men Against Violence' at LSU: Lessons Learned from the Field"; (17) "Timeline: Forming a 'Men Against Violence' Chapter"; (18) "'Men Against Violence' at LSU: Spring 1996 Training Retreat Schedule"; (19) "'Men Against Violence' at LSU: Fall 1995 Semester Report"; (20) "'Men Against Violence' at LSU: Spring 1996 Semester Report." (ND)

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American College Health Association 74th Annual Meeting
May 29 - June 1, 1996 ♦ Orlando, FL

ED 399 224

Working Together to Change the Rape and Violence Culture

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Characteristics of Rape-Prone versus Rape-Free Cultures

Three characteristics of a "rape-prone" culture

a) Men are socialized to be the "stronger" gender.

b) Political, economic, and religious powers are held by men.

c) Traditional "women's work" is devalued.

Others: Men are detached from child-rearing duties.
Nature is seen as something to conquer.

Three characteristics of a "rape-free" culture.

a) Both men and women are in respected and influential decision-making positions.

b) Religious rituals are shared equally by men and women.

c) Male and female qualities are valued equally.

Others: Men are a part of child-rearing.
Nature is seen as something to live with, not conquer.

Used by permission.

Source: Working Together to Prevent Sexual Assault (1995)
by Susan Tate Firkaly and Mark S. Benn
J. Weston Walch, Publisher
Portland, Maine
1-800-558-2846

Dater's Bill of Rights*

I have the right to say no and to have my wishes respected.

I have the right to refuse a date without feeling guilty.

I have the right to change a relationship when my feelings change.

I have the right to refuse any type of sexual contact in which I do not choose to engage.

I have the right to develop and keep friendships with people of both genders.

I have the right to be myself without changing to please others.

I have the right to end a date or relationship when I choose.

I have the right not to dominate or be dominated.

I have the right to tell someone I do not like the way I have been treated.

I have the right to feel happy and peaceful either by myself or with someone else.

*Adapted with permission from the University of Florida, Gainesville, Florida

Used by permission.
Source: Working Together to Prevent Sexual Assault (1995)
by Susan Tate Firkaly and Mark S. Benn
J. Weston Walch, Publisher
Portland, Maine
1-800-558-2846

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Quotes for Discussion

"Women are not raped because someone did not know a definition, a fact, a reality. Rape is the reality. It is the final expression of sexism, a perfectly designed weapon for social control."
---Peggy Miller and Nancy Biele

"All people suffer from living in a rape culture."
---Peggy Miller and Nancy Biele

"A woman trained by her culture and encouraged by tradition to be quiet and deferential makes the perfect victim for a sexual assault."
---Laura C. Martin

"Let's reinvent a romance that is safer to play with than false images and silence . . . what might we gain? Deeper, more trustworthy relationships based on intimacy without assault, a new way of being together.
---Joseph Weinberg and Michael Biernbaum

"Books . . . rarely if ever talk about what children can make of themselves, about the powers that from the day or moment of birth are present in every child."
---John Holt

"We are governed not by armies and police but by ideas."
---Mona Caird

Addressing racism, sexism, heterosexism, and classism is essential to undoing the practice of rape."
---Peggy Miller and Nancy Biele

"And another thing about equality is that it cannot coexist with rape. It cannot."
---Andrea Dworkin

"Pornography is about dominance. Erotica is about mutuality."
---Gloria Steinem

"In short, pornography is not about sex. It's about an imbalance of power that allows and even requires sex to be used as a form of aggression."
---Gloria Steinem

"A boy's prestige with his group may be based on the degree to which he takes risks in breaking rules . . . Self-esteem for boys and young men typically comes from their reputation for success in these areas, as judged by their male peers."

---Chris O'Sullivan

"The violence that comes from bias, hatred, and inequality can change when we figure out how to relate to one another as equals; this knowledge can be one of the gifts of truth from the rape crisis movement."

---Peggy Miller and Nancy Biele

"If we men have not been taught to be empathetic to ourselves, how can we extend that empathy to women, who are seen as alien or 'other'?"

---Joseph Weinberg and Michael Biernbaum

"We must hold rapists responsible, but we must also develop skills that will empower us to change the culture. Practically speaking it has not worked to just 'ask' the male power structure to please change things."

---Elizabeth Powell

". . . when you're surrounded by people who are confused about your rights, and you don't want them to leer at you, you'd be smart to keep that in mind when you choose your clothes."

---Elizabeth Powell

"Every man must decide whether he will walk in the light of creative altruism or the darkness of destructive selfishness. This is the judgment. Life's most persistent and urgent question is What are you doing for others?"

---Martin Luther King, Jr.

Used by permission.

Source: Working Together to Prevent Sexual Assault (1995)
by Susan Tate Firkaly and Mark S. Benn
J. Weston Walch, Publisher
Portland, Maine 1995
1-800-558-2846

University of Florida's Center for Sexual Assault/Abuse Recovery and Education (C.A.R.E.) Peer Education Program

C.A.R.E. is a specialty unit within the University of Florida's Student Mental Health Services and offers counseling and educational services related to sexual assault and abuse. The C.A.R.E. Peer Education Program, one important aspect of the unit, is dedicated to increasing awareness of the problem of rape on the University of Florida campus and in the surrounding community. Its mission is holistic and its strategies are diverse.

Program Philosophy:

- To sensitize the campus and community regarding issues pertaining to sexual exploitation and victimization, including the contributing factors of sexism, sex-role stereotyping and socialization, communication styles, and other environmental factors.

- To educate the campus community through various outreach activities, including
  (1) didactic classroom presentations,
  (2) interactive experiential programs on topics such as healthy sexual relationships and effective communication techniques,
  (3) information tables,
  (4) video presentations,
  (5) empowerment workshops and activities, and
  (6) confronting peers on rape prone attitudes and risky behaviors.

- To create a powerful force on campus by advocating for an increased awareness of factors contributing to a rape prone culture and speaking out for large scale change that must begin with each individual.

- To provide referral information for survivors of all forms of sexual and physical violence.

- To provide a fun, growth-oriented, empowering, and egalitarian experience for the volunteers who make our program possible.

C.A.R.E. Peer Education Program Committees

PRESENTATIONS COMMITTEE

- Develops new ideas for presentations (to mixed audiences, males, females, athletes, etc.). Example: interactive theater show.
- Shares these ideas with other peer educators at biweekly meetings or training sessions.
- Keeps schedule of presentation requests and available presenters to cover each request.

SPECIAL PROGRAMS AND RESOURCES COMMITTEE

- Works on special projects such as Rape Awareness Month, Safer Sex Day, Safety Week, and National Collegiate Alcohol Awareness Week.
- New program development. Brainstorms new and creative ways of educating and effecting change in the area of rape awareness, sexual assault, etc., e.g., the UF Clothesline Project.
- May develop flyers, bookmarks, resource cards, etc.
- Expands CARE resources (literature, videos, brochures, promotional items, etc.)

PUBLIC RELATIONS AND RECRUITMENT COMMITTEE

- Increases visibility on campus and in community
- Liaison/networking with other campus organizations, committees, etc.
- Markets and promotes CARE (public service announcements, flyers, newspaper advertisements and articles, etc.)
- Advertises presentations; facilitates presentation attendance
- Assists with recruitment; networks with other campus organizations in recruitment searches.

TRAINING COMMITTEE

- Assists in brainstorming and developing new peer educator training modalities
- Assists/plans/conducts booster training ("What peer educators need to do their job")
- Updates/improves training resources and manual

SOCIAL/VOLUNTEER SUPPORT COMMITTEE

- Have FUN!!!
- Facilitates social programming for CARE volunteers and staff
- Wellness training/promotes general wellness/health of volunteers and staff (e.g., ROPES course, "warm fuzzies," etc.)
- Tracks volunteer activities for recognition
- In-house newsletters
- Fund-raising endeavors

C.A.R.E. Peer Education Program
Training Model

KNOWLEDGE

* Knowledge and Resource Guide
* Group Discussions
* Individual Readings

SKILL DEVELOPMENT

* Communication Skills
* Group Facilitation Skills
* Presentation Skills
* Team-building Skills

PERSONAL GROWTH

* Setting and Maintaining Boundaries
* Dealing with Conflict/Confrontation
* Being a Team Player and/or Leader
* Stress Management

Center for Sexual Assault/Abuse Recovery and Education (C.A.R.E.) Peer Education Program, University of Florida, Gainesville, Florida. 1996.

C.A.R.E. Peer Education Program
Information Session

C.A.R.E. is part of the University of Florida's Student Mental Health Service. There are two basic components to the C.A.R.E. program - counseling and education. Peer education at C.A.R.E. means providing information to students about sexual assault, its effects, and where to get help. We hope that, through our efforts, the incidence of rape will be reduced on campus. One of our approaches is to encourage the practice of various rape risk "reduction strategies" (see attached Agreements). These agreements are practiced during many of our interactive learning activities. We use these activities and your skills during tablesittings, presentations, one-on-one referrals, etc.

The training activities we have chosen are meant to help you:

1) effectively set limits
2) be comfortable talking about sex in front of others
3) be comfortable presenting in front of groups
4) learn how to be an effective team member
5) develop leadership skills
6) support others
7) use effective listening and communication tools
8) maintain respect for others
9) share your creativity
10) be part of a project that is bigger than you - i.e. campus wide influence
11) use your intuition
12) deal with confrontation
13) inspire others to join our cause
14) use your personal power to evoke CHANGE!

The issue of sexual assault is one that is charged for many people. While some people know the pain of actually being assaulted and some may have witnessed it, others can usually identify with the pain of broken trust and being hurt in relationships. In attempting some of the training activities, you might find that you have strong emotional reactions. We advise you to pay careful attention to your feelings and needs. While some level of discomfort is expected when engaging in new behaviors, thoughts and feelings that interfere with your daily activities and relationships can mean that you need some extra support and individual attention. The time and depth of sharing at C.A.R.E. may not be enough and we encourage you to seek counseling should the need arise.

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The Cooperative Contract

Adapted from Claude Steiner and Hogie Wycoff

Making agreements can be an important and useful part of relationships. We at C.A.R.E. are interested in fostering healthy sexual relationships, and this begins with respect and communication that applies to and can be practiced in everyday interactions.

Agreements

100% rule: Ask for what you want 100% of the time. This does not mean you will get it. You will, however, be opening the door to negotiation, and you will be contributing your valuable observations and opinions to the group. You will also be giving group members a fair shot at dealing with the true you! This is a challenging agreement as it calls for you to be aware of your feelings and desires and to be responsible for setting boundaries and limits that are comfortable with YOU!

Yes and No: Part of the 100% rule is to answer yes and no truthfully and to understand that yes and no are not forever answers. You can change your mind and stop at any time.

NO rescuing: There are many forms of this. One way to identify rescuing is if you are doing something for someone that he/she can do for him/herself, or if you are searching for the answer you think others want to hear.

No power plays: This is an attempt to get someone to do something they do not want to do. The opposite of this is respecting the limits people set for themselves.

Tell the truth and tell it quickly! This means you do not keep secrets that are getting in the way of your relationship with others or the group. This also means giving feedback in a straight-forward manner that does not needlessly criticize or rescue another person. Some helpful ways to enhance your communication is to think about the purpose of your communication and think about what you want. For example, I notice that we are off track. I would like to talk about *blah blah*.

Accounting: If you are feeling particularly down one day, you may want to share this with the group in order to clear up any misconceptions that your mood is related to the group process. For example - I have a cold today and feel like I might be more quiet than usual. I just want to let you know that my unusually quiet behavior is not about you. THIS IS OPTIONAL, you are not required to share this with the group.

C.A.R.E. Peer Education Program in Action

C.A.R.E. Peer Education Knowledge and Resource Guide

Peer Educators receive a handbook of information on rape-related topics. Between readings there are work pages that ask thought-provoking questions. Sample questions: In what ways does the media influence the occurrence and acceptance of sexual violence in our culture? List 5 common risk factors for rape among college students.

Interactive Training Activities

These help to emphasize what the peer educators learn and give them a chance to practice new behaviors. Try having your peer educators make up a "jingle" about your particular group. Then break up into small groups, have them make up a song that speaks to your group's mission and then present it to the larger group. The purpose can be discussed after the small groups are finished. Hopefully, they exercised their spontaneity, creativity, and ability to "present" ideas to others, and thought carefully about the image of the organization as it was communicated in the song!

Team Building Activities

Team-building activities promote a cooperative and supportive environment and can indicate what trouble the group might be having (i.e., a leaderless group that cannot complete a task). Have the group stand shoulder to shoulder, on a line, indicated with tape on the floor. Then ask the group to reverse their order having one person move at a time and everyone always touching the tape. When they are done, talk about the process -- Who put for the their ideas? How did the team treat these ideas? Did they have a leader? What would have made this easier and more fun? What was the general feeling in the group? Were they a team? What makes a team? How will they use what they have learned in their interactions as peer educators?

An Anonymous Survey

This is for use in presentations to show the prevalence of sexual assault victimization amongst audience participants. Provide students with a detailed list of behaviors or situations pertinent to your issue (see attached handout). Have them circle each item that applies to them; then have them crumple the papers, mix them up, and redistribute the papers. Have the students read the list one item at a time while the individuals with circled items stand up. The group will get a good idea of how many individuals in the room are affected by the issue. The survey is anonymous and brings the focus to her here and now!

Anonymous Survey Exercise

DIRECTIONS: Please circle each item that applies to you. Do not write your name on this paper!

1. I want to have a healthy sexual relationship now or in the future.
2. I have experienced someone begging or pleading with me to engage in a sexual act.
3. I have experienced someone using degrading comments towards me when I refused to engage in sexual relations.
4. I have experienced someone insisting that I have sexual relations with them even after I have indicated that I am not interested.
5. I have experienced someone ignoring my protests to sexual relations.
6. I have experienced physical aggression, such as pushing or holding, when I indicated that I am not interested in sexual relations.
7. I know someone who has been sexually assaulted.
8. I had sex against my will.
9. I have been raped.

Center for Sexual Assault/Abuse Recovery and Education (C.A.R.E.) Peer Education Program, University of Florida, Gainesville, Florida. 1995.

Lines of Communication Exercise

Sample Open-Ended Sentences:

What I'm here for tonight is. . .
When I like someone I. . .
Talking about sexual activity with the person I like is difficult because. . .
Something that scares me about dating and sex is. . .
Being pressured about sexual activity by my friends makes me feel. . .
What sex and power mean to me is. . .
What I want you to understand about sexual assault is. . .
I am comfortable in a sexual relationship when. . .
I am uncomfortable in a sexual relationship when. . .
Some things that I have heard tonight and will take back to my relationships are. . .

Sample Team-Building Sentences:

What I see in you that I see in me is. . .
It is difficult for me to understand others when. . .
I feel encouraged when. . .
I feel discouraged when. . .

Sample Facilitation Questions:

How was this activity for you?
Did you feel uncomfortable or embarrassed? Or did you feel like you could be honest?
Did you hear anything that surprised you or made an impact on you?
Why do you think talking about dating and sex is difficult?
With whom do you talk about dating and sex? (friends, family, etc.)

Center for Sexual Assault/Abuse Recovery and Education (C.A.R.E.) Peer Education Program, University of Florida, Gainesville, Florida. 1996.

Recipe for a Positive, Healthy Sexual Relationship*

Ingredients:

No less than 1 cup of **consent**.

No less than 1 cup of **trust**.

No less than 1 cup of **respect**.

No less than 1 cup of **equality**.

No less than 1 cup of **safety**.

All ingredients must be present in equal parts. . . more is better.

Directions:

Mix together all ingredients with **love and nurturing**. REMEMBER: This recipe is never done. The more your work on it, the better it gets.

WARNING: This recipe does NOT mix well with excessive amounts of alcohol!

* An excerpt from the C.A.R.E. Cookbook.

For more information call the Center for Sexual Assault/Abuse Recovery and Education (C.A.R.E.) Peer Education Program at 392-1161, x4362. **Get involved in the fight against sexual assault!**

Adapted from Maltz, W., & Holman, B. (1987). Incest and Sexuality: A guide to understanding and healing. Lexington, MA: Lexington Books.

Men Against Violence at LSU
History and Mission

Motivated by concern about the violence on campus, a group of 15 charter members representing a cross-section of students came together and formulated the idea for a service organization dedicated to combatting harassment, fights, vandalism, domestic violence, and sexual assault. Supported by an advisory board of LSU staff, these charter members founded ***Men Against Violence*** in Spring 1995. At the Kick-Off Ceremony held on Wednesday, April 5, 1995 in the LSU Union, Gerry DiNardo, LSU Football Head Coach, told potential members, "If you have been in a home with violence, it is an opportunity to break the cycle. If you are from a home without violence, it is a chance to continue the trend."

Charter Members

Chris Aamodt, Student Health Advocates
Ofori Agboka, LSU Football
Scott Barker, Air Force ROTC
Tim Black, Air Force ROTC
Ruark Chick, LSU Ambassadors
Cem Fide, Residential Life
Willie Harris, National Pan-Hellenic Council
Craig Johnson, Dean of Students Office
Chad Lemoine, Residential Life
Vincent Littrell, Air Force ROTC
Stephen Moret, Student Government
Gabe Northern, LSU Football
Donnie Pulliam, Delta Sigma Phi Fraternity
Carlos Turcios, Residential Life
Kevin Ward, LSU Baseball

Advisory Board

Richard Collier, Department of Residential Life
Wanda Hargroder, Division of Recreational Sports
Luoluo Hong, Wellness Education Department
Tommy Karam, Academic Center for Athletes
Kathy Marcel, Office of Greek Affairs
Bud Richey, Dean of Students Office
Mark Shaw, Police Department
Warren Smith, Office of Human Resource Management
Drayton Vincent, Mental Health Service

Men Against Violence received official recognition as a student organization on April 26, 1995. The group is the first of its kind and scope in the Southeastern Conference. While membership is open to both male and female students, ***Men Against Violence*** intends to emphasize the unique responsibility that men have in identifying and eradicating violence on LSU's campus and in the surrounding community. In keeping with its mission, ***Men Against Violence*** is proactively engaged in four areas:

(1) Promoting **awareness** through media campaigns about the prevalence and causes of violence on campus.
(2) Engaging in **community action** to reduce violence on campus through policy revision and cultural change.
(3) Conducting **education** on how to prevent violence.
(4) Providing intervention and **support** for survivors of violence.

Men Against Violence is a non-profit student organization, . The operating budget is subsidized by member dues, T-shirt sales and generous monetary and in-kind contributions from various sponsors.

Sponsors

Interfraternity Council
Panhellenic Council
Residence Hall Association
Student Government
Student Health Center
Tiger Athletic Foundation

Men Against Violence at LSU Constitution

Preamble

We, the charter members of the Men Against Violence, recognize the dilemma of violence in all of its forms. We believe that violence among the students, faculty, and staff of Louisiana State University seriously impairs the high missions of the university, and that any improvement in this area would be of great benefit to the entire LSU community. It is our hope in establishing this organization that some progress may be made to curb violence at LSU, and possibly that our efforts here may provide other universities with inspiration to attempt similar efforts.

Article I: Name

The name of this organization shall be the "Men Against Violence" of Louisiana State University at Baton Rouge.

Article II: Purpose

Section 1. The primary purpose of the Men Against Violence is to reduce the frequency and severity of violent acts among the students, faculty, and staff of Louisiana State University.

Section 2. The primary purpose of the Men Against Violence shall be carried out through concentration on four primary areas ("ACES"), as follows"

1. **Awareness** -- by communicating the scope of violence within the LSU community to the students, faculty, staff, and administration.
2. **Community Action** -- by promoting worthwhile programs and policies at LSU which would significantly reduce violence.
3. **Education** -- by conducting seminars, sponsoring lectures, and holding discussion sessions in order to promote a better understanding of violence, its causes and remedies.
4. **Support** -- by providing intervention and assistance to victims of violence.

Section 3. The secondary, long-term purpose of the Men Against Violence is to promote the establishment of similar organizations at other universities, so that what is accomplished at LSU may be of benefit to other schools, as well.

Men Against Violence at LSU
Constitution

Preamble

We, the charter members of the Men Against Violence, recognize the dilemma of violence in all of its forms. We believe that violence among the students, faculty, and staff of Louisiana State University seriously impairs the high missions of the university, and that any improvement in this area would be of great benefit to the entire LSU community. It is our hope in establishing this organization that some progress may be made to curb violence at LSU, and possibly that our efforts here may provide other universities with inspiration to attempt similar efforts.

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Article III: Membership and Dues

Section 1. Any individual who subscribes to the purposes and basic policies of the Men Against Violence may become a member of the organization, subject only to compliance with the provisions of this constitution.

Section 2. Active membership is restricted to LSU students/ Associate membership is restricted to LSU faculty and staff. Associate members are non-voting members.

Section 3. The Men Against Violence shall conduct a membership drive at the beginning of each semester, but persons may be admitted to membership at any time.

Section 4. Each member of the organization shall pay annual dues each academic year. The amount of these dues shall be $10.00. Only members who have paid their dues for the academic year shall be considered in good standing with the organization.

Section 5. Only members in good standing with the organization shall be eligible to participate in its business meetings or to serve in any of its elective or appointive positions.

Section 6. In the event this organization becomes inactive, any monies left in the treasury after all outstanding debts and claims have been paid will be donated to the Wellness Education Department of the LSU Student Health Center, for the purposes of promoting violence prevention efforts.

Article IV: Officers and Their Election

Section 1. The officers of the Men Against Violence shall be an Overall Coordinator, four program team chairmen, a secretary, a public relations director, and a treasurer.

Section 2. The officers shall be elected annually by majority vote at the last regular business meeting of the organization; if none of the nominees for a specific position gets a majority of the vote on the first ballot, a runoff shall be held between the two who received the highest vote totals.

Section 3. A vacancy occurring in any office shall be filled for the unexpired term by a person elected by majority vote of the remaining members of the executive committee.

Section 4. The Overall Coordinator shall preside at all meetings of the organization and executive committee; shall establish the meeting schedule and meeting agenda of the organization and the executive committee, subject to approval by the executive committee; shall perform such other duties as may be prescribed in the constitution or are assigned by the membership of the executive committee; and shall assist the program team chairmen in the accomplishment of their work.

Section 5. The four program team chairmen shall be responsible for facilitating the work of

each of their respective teams; shall establish the meeting times of their respective teams; and shall perform such other work as directed by the executive committee.

Section 6. The secretary shall record the minutes of all meetings of the organization and of the executive committee and shall perform such other duties as may be delegated.

Section 7. The public relations director shall be responsible for issuing press releases and for representing the organization in a positive light to the campus and local media.

Section 8. The treasurer shall receive all monies of the organization; shall keep accurate records of the receipts and disbursements; shall pay out funds in accordance with the directives of the executive committee. The treasurer shall present a financial statement at every meeting of the organization and at other times when requested by the executive committee.

Article V: Executive Committee

Section 1. The membership of the Executive Committee shall consist of the officers of the organization and the advisor, who shall be non-voting.

Section 2. The duties of the Executive Committee shall be to recruit and approve the membership of each Program Team; to approve the plans of work of each Program Team Chairman; to approve any expenditure of organization funds; to transact necessary business of the organization between meetings and such business as may be referred to it by the organization; and to present a report at each regular meeting of the organization.

Section 3. Regular meetings of the Executive Committee shall be held bi-weekly during the academic year, with the time of the meetings determined by the Committee at its first meeting of the year. A majority of the Executive Committee present shall constitute a quorum. Special meetings of the Executive Committee may be called by the Overall Coordinator or by a majority of the Executive Committee.

Article VI: Program Teams

Section 1. There shall be four Program Teams of the organization, whose purpose collectively shall be to carry out the primary purpose of the Men Against Violence. It is the intent of this constitution that these Teams will be the core "action groups" of the organization. Participation in a Program Team by members of the organization should be considered an important responsibility. Although the entire membership of the Men Against Violence will be involved in accomplishing the purpose of the organization, it is the Program Teams that will form the foundation for these efforts.

Section 2. The membership of each Program Team shall be determined by the Executive Committee, subject to members' preferences and expressed time commitment. Each Program Team shall have a minimum of five student members (including the chairman). Additionally,

each Program Team will also have a staff or faculty advisor to aid in carrying out its purpose.

Section 3. Members of the organization may serve on a maximum of two Program Teams; this should be considered an exception, valid only when an individual clearly has ample time to carry out the responsibilities of being involved with two Team.

Section 4. The names of the four Program Teams ("ACES"), their purposes, and examples of projects which could be undertaken are as follows:

1. **Awareness Team.** The purpose of this Team is to communicate the scope of violence within the LSU community to the students, faculty, staff, and administration. Projects could include, but would not be limited to T-shirt sales, posting of informative fliers, writing letters to the editor, etc.

2. **Community Action Team.** The purpose of this Team is to promote worthwhile programs and policies at LSU which would significantly reduce violence. The Team could do research to determine policies that have worked well at other universities, and could recommend these policies for adoption at LSU. This Team could propose university programs which would help[to reduce violence on campus.

3. **Education Team.** The purpose of this Team is to promote a better understanding of violence, its causes, and its remedies. The Team should conduct informative seminars, sponsor lectures, hold discussion sessions, etc.

4. **Support Team.** The purpose of this Team is to provide intervention and assistance to victims of violence. Specific programs could be developed with the assistance of the Wellness Education department and Mental Health Service.

Section 5. All of the Program Teams should make efforts to include all members of the organization in their activities, whenever practical. However, the members of each Program Team must take ultimate responsibility for the accomplishment of their objectives.

Article VII: Special Committees

Such special committees shall be created by the Executive Committee as may be required to promote the objectives and interests of the organization; however, these should be formed only in cases where an existing Program Team could not adequately accomplish the desired result. The purpose, membership, and duration of any special committees created shall be determined by the Executive Committee.

Article VIII: Meetings

Section 1. Regular meetings of the organization shall be held at least once per month during the academic year, with the time, place, and date determined by the Executive Committee.

Section 2. Each meeting of the organization should include a discussion of ongoing and proposed projects, reports from each Project Team, and any recent or ongoing developments related to violence in the LSU community. Efforts should be made by the Overall Coordinator and Executive Committee to make the meetings enjoyable and informative. Each meeting should be seen as an opportunity to develop a greater understanding of violence and its remedies among the members of the organization. Discussion should always be encouraged regarding different ways for the Men Against Violence to have a more significant impact on the dilemma of violence at LSU.

Section 3. Twenty-five percent (25%) of the members in good standing shall constitute a quorum for the transaction of business in any meeting of the organization. If 25% of the members are not present at the beginning of a meeting, the Executive Committee may establish quorum by an affirmative vote of 3/4 of its membership.

Section 4. The privilege of holding office, introducing motions, debating, and voting shall be limited to members in good standing with the organization.

Article IX: Parliamentary Authority

Robert's Rules of Order, Newly Revised shall govern the organization in all cases in which they are applicable.

Article X: Basic Policies

Section 1. No student who meets the other criteria for membership listed in this constitution may be denied membership on the basis of race, color, religion, sex, national origin, age, handicap, marital status, or veteran's status.

Section 2. To be eligible to be elected to, appointed to, or to hold an office or a committee chairmanship, a student must be enrolled as a full-time student and not be on university disciplinary or scholastic probation.

Section 3. All active, voting members must be students; non-student "associate" members must be LSU faculty or staff.

Section 4. The Men Against Violence shall cooperate with the University to support the improvement of education in ways that will not interfere with the administration of the University and shall not seek to control its policies.

Article XI: Amendments

This constitution may be amended at any regular meeting of the organization by a two-thirds vote of the members present and voting, provided that notice of the proposed amendment shall have been given at the previous meeting and that the proposed amendment shall be subject to approval of the Committee on Student Organizations.

Article XII: Ratification

This constitution shall be ratified upon the approval of two-thirds of the charter members of the Men Against Violence present and voting, and after approval of the Committee on Student organizations. The original officers will be elected before the last meeting of the semester, but otherwise the constitution should go into effect immediately.

Ratified March 11, 1995.
Approved April 26, 1995.

Beginning a *Men Against Violence* Chapter on Your Campus

Where do you go to recruit a diverse group of men?

For the group's initial membership, it is important to select men from all walks of campus life, as well as men who are respected by their male peers and/or regarded as "cool." This may involve "handpicking" those male student leaders who have already displayed interest, commitment or leadership in the area of violence-reduction. Collaborating with other staff in student affairs, athletic coaches, etc., can assist in identifying such individuals. In addition, be sure to attend meetings of the following organizations to recruit men; many of the members in these organizations are already inclined to be involved in community change:

- Interfraternity Council/National Pan-Hellenic Council
- ROTC
- ambassadors
- resident assistants
- Student Government Association
- intercollegiate athletic teams
- service organizations (e.g., Rotaract, Pi Gamma Epsilon)
- graduate student organizations

Members are not required to be exceptional leaders in order to join; the average male student has a place in *Men Against Violence*. As such, group membership is open; there are no selection interviews. Furthermore, several members have themselves been involved with fights in the past, or have been victimized by violence. This type of membership erodes the stereotype that only "goody two shoes" do health education, and it even serves to increase the group's credibility. Ideally, members of *Men Against Violence* should represent a cross-section of the campus population. A group that is diverse in terms of race, ethnicity, age, individual interests, etc., will be its own best recruitment tool.

Finally, be sure to capitalize on mass media (television, radio, campus newspaper, fliers, electronic mail, etc.) to publicize the group and solicit members. *Men Against Violence* publishes and distributes its own newsletter each semester.

How do you motivate and maintain interest in the group?

Philosophy. Mentoring men can be successfully accomplished by either men or women; what is essential is to adapt your style of supervising to meet your group's membership. Most importantly, **you must genuinely believe in men as part of the solution to campus violence.** Too often, men have been pinpointed as the "bad guys" by health educators, particularly in the area of rape prevention. Men must be empowered and trusted to do this work as equal partners

with women. To attack men's ways or men's values only serves to alienate them. Rather, regard men as one of the best ways to educate and impact other men.

In training *Men Against Violence* members, more emphasis was placed on developing facilitation and process skills -- those necessary to leading honest, open and interactive discussions with male peers -- than on increasing knowledge or creating "experts." Rather, the advisor attends educational programs to provide the professional "expertise," thus allowing the male peers to be catalysts in breaking down cultural norms around violence. This approach is in keeping with a sociocultural model of community change. Through this educational process, many *Men Against Violence* members acquired consummate skill in asking the kinds of challenging questions which require men to reevaluate their own values and behaviors.

Note that educational approaches to rape and domestic violence prevention have traditionally focused on women's risk of victimization and individual strategies for reducing that risk. Few books, videos or pamphlets consider the issue of rape from a male vantage point. Nor do they capture the broader campus climate which enables both men and women to regard sexual aggression as normal and legitimate. Given this, it is important to examine your educational materials and perhaps revise or discard some of them in favor of ones which present a more equitable view of men's and women's responsibilities in preventing violence.

On many campuses, the vast majority of peer health educators are Caucasian females. As such, our strategies for training, advising and motivating such groups have been geared towards these types of students. Many men may have learning styles and psychological needs which differ from those of many women; similarly, students of color have different perspectives and valuable life experiences to bring to an organization.

The "Perks." As with all students, free food is a very effective motivational tool; refreshments are typically provided at all business meetings and educational programs. In addition, consistent and frequent publicity helps maintain the group's sense of pride in what they are accomplishing, as well as earns them self-esteem "kudos." The satisfaction of having made a difference and the opportunity to stand up for what they believe perhaps has been one of the most influential methods of motivating *Men Against Violence* members. Praise and acknowledgement by campus administrators also serve to maintain student interest.

Note that *Men Against Violence* is a volunteer, service organization; as such, its students receive no compensation (e.g., course credit).

Personal Benefits. Exposure to a broad array of older adult male role models who are also engaged in violence prevention work (in meetings and in programs) is appreciated by group members; these individuals can be found on-campus or from the surrounding community. This allows group members to benefit personally from *Men Against Violence*, as well.

Similarly, members are given leeway to become involved in the group in varying degrees. Some members merely attend meetings; others contribute to the newsletter; still others are actively involved in programming efforts. All efforts are appreciated. In addition, training and programming address a wide variety of topics in order to meet varying needs and interest

among members; these topics included:

- sexual assault and domestic violence
- racism and homophobia
- anger management and conflict resolution
- fighting and vandalism
- self-defense and assertiveness
- alcohol and other drug abuse.

All meetings and programs are highly interactive, and rely on discussion and multi-media techniques for maximum audience involvement. For many of the men in the group, participation in *Men Against Violence* has resulted in self-introspection into the areas of masculinity and manhood, sex-role socialization, feelings management, and healthy relationships with women.

Finally, the group has enabled individual members to develop non-competitive friendships with men whom they might not otherwise meet. In fact, a tangible cohesion has emerged among a diverse range of men who typically would not socialize with each other at LSU.

Evaluation. Written evaluations are conducted at the end of each semester to assess members satisfaction. Members are asked to give suggestions for improving the group, as well as for broadening the membership.

What can a group like *Men Against Violence* do for your campus?

Higher education institutions have always had difficulty attracting men to the field of student affairs/student services. *Men Against Violence* is an effective way of involving male students in active leadership roles on campus. Furthermore, such a group attracts a wide range of men, from those who are comfortable discussing feelings and vulnerabilities, as well as those who display the type of "machismo" we don't normally associate with student affairs professionals or health educators.

Having a *Men Against Violence* chapter demonstrates that your campus is proactively engaged in violence prevention efforts. To be successful, it requires the collaboration and ownership of numerous on-campus constituencies; as such, it serves to unite various campus departments through a common goal.

At LSU, *Men Against Violence* has grown tremendously in size and prestige in just one short year. Interestingly, the organization's T-shirt, with it's distinctive logo, has been one of the most effective ways of generating student interest; it has become a coveted item on campus and a symbol of pride for the men who wear it. While last year's group of officers were dynamic and committed, this year's Executive Board consists of young men who are hardworking, dedicated and more self-motivated; all of them were "groomed" by their first year's experience in the group.

Men Against Violence serves as a training ground for future community leaders in this

area, and it encourages men to participate in an area of campus life that heretofore has been dominated by female students. Perhaps such a group's largest benefit is to bring together a diverse group of men and facilitate their honest, open dialogue about important social, political and health issues which affect the future of this country and of this world.

For more information regarding *Men Against Violence*, please contact:

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Men Against Violence at LSU
Lessons Learned from the Field

Advising and mentoring a men's group is a rewarding, refreshing experience which differs distinctly from working with women's groups, or coeducational groups.

As a female advising a men's group, I had to overcome my initial fears and feelings of inadequacies. After all, what could I possibly say that men would listen to? However, by being nonjudgmental and meeting this group of men on their terms, I was able to garner their trust and partnership. Start where men are ready to begin. In the formation stages of the organization, the students were primarily concerned with fighting, and how to walk away from a fight without appearing "wimpy." They weren't ready to discuss such personally threatening issues as homophobia or date rape; shoving these topics down their threats would have removed the ownership from the group's members.

In fulfilling their sex-role expectation, men tend to be more action-orientated, almost to the point of excess. The advisor's role is to rein in the excitement without curbing the motivation and commitment. Ask those challenging questions in order to get them to analyze their decisions, but give them the ownership in setting priorities and goals. Praise them genuinely when they succeed, support them when they hit roadblocks.

Additionally, all-male groups tend to refrain from normals rules of etiquette and propriety that might be engendered in mixed company. If you are easily offended by graphic, "in your face" street language, advising *Men Against Violence* is not for you. Imposing politically-correct standards for language may stifle the insightful dialogue that can occur between men, even as they are "letting it all hang out." In many cases, their bluntness and straightforwardness are qualities that women could benefit from, as well.

Finally, *Men Against Violence* offers hope that our society can eradicate violence. To have first-hand experience with a critical mass of men dedicated to improving themselves and to reducing campus violence renews your faith in health education, community action, and cultural change. Men care just as much as women do about stopping violence. Women cannot do this work alone; let's stop trying to.

We cannot effectively address rape and sexual assault prevention without addressing the entire continuum of violence, verbal and emotional to physical and sexual.

The power and control bases of all forms of violence also underlie the dynamics of sexual aggression, as well. Sex-role socialization of men and women play a major role in all types of violence, not just rape. Furthermore, dating rituals rooted in double-standards, institutionalized racism and homophobia, alcohol's linkages with both sex and violence, as well as social mores relative to status, privilege and power, are inseparably interconnected; together, they foster a culture which desensitizes us to violence, and legitimizes its use. Prevention messages must focus on reframing the entire scope of

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attitudes, behaviors and values which currently render violence an appropriate alternative to meaningful connections and healthy communication between men, between women, and between men and women.

The most impactful prevention programs engage both men and women in their conceptualization, planning and implementation.

Violence has emerged as the dominant area of concern for Americans toady. Women have traditionally borne the responsibility for health education and violence prevention, in large part because they are the most visible victims of crimes such as sexual assault, domestic violence and stalking. However, when women direct and own all of the prevention efforts, the voices of men are frequently left out -- sometimes inadvertently, sometimes purposefully. Because men represent the majority of perpetrators of violence, their input and their realities must be interwoven into educational strategies and interventions in order for them to be effective. Men have a different perspective on the causes and outcomes of violence; this perspective is valuable and essential to developing impactful violence prevention programs.

Timeline: Forming a *Men Against Violence* Chapter

Date	Activity/Event
October 1994	Associate Director, Student Health Center approaches individuals in Division of Student Services and Athletic Department to serve as *Men Against Violence* (*MAV*) Advisory Board members.
November, 1994	*MAV* Advisory Board members meet for the first time. During a brainstorm session, group delineates the problem of campus violence (who, what, where, when, why) and identifies related issues (e.g, substance abuse).
December 1994	*MAV* Advisory Board members identify male student leaders from their respective units who might serve as potential charter members. Members individually solicit participation from these students.
January 1995	*MAV* Advisory Board meets to review the names of students who have agreed to become charter members, and to tentatively plan an organizational and planning retreat for charter members.
February 11, 1995	*MAV* charter members have their first organizational retreat in the International Cultural Center. The group begins by going through the same brainstorming process that the Advisory Board conducted. Tentative mission and goals for a *MAV* group are discussed.
February 1995-April 1995	MAV charter members meet on a bi-weekly basis at the Student Health Center to accomplish the following tasks: • write and ratify a constitution • seek official recognition as a student organization • design and print-up T-shirts • seek funding • elect the first Executive Board officers

Date	Activity/Event
April 5, 1995	*MAV* hosts its Kick-Off Ceremony in the LSU Union at which Gerry DiNardo, LSU Head Football Head Coach, is the keynote speaker. The group receive extensive coverage in The Daily Reveille, the campus newspaper. Approximately 100 students, staff, and media representatives were in attendance.
April 26, 1995	*MAV* receives official recognition as a student organization by the University. Its constitution is approved.
July 1995	MAV officers participate as panelists in a forum on campus violence, hosted by Alpha Phi Alpha, Inc., Nu Psi Chapter, in the African-American Cultural Center.

Men Against Violence at LSU
Spring 1996 Training Retreat Schedule

Friday, February 23rd, 4:30-11:00 PM
Room 284, LSU Student Health Center

Time	Topic	Facilitator/Speaker
4:30-4:45	Welcome & Introductions	
4:45-5:00	**Mission and Goals of *Men Against Violence***	*MAV* Executive Board: **Gabe Northern**, *Coordinator* **Ruark Chick**, *Chair of Awareness* **David Hagstad**, *Chair of Community Action* **Sheddrick Wilson**, *Chair of Education* **Jody Plauche'**, *Chair of Support* **Ben Baldwin**, *Secretary* **Carlos Turcios**, *Treasurer* **Chad Lemoine**, *Public Relations Director*
5:00-5:30	Workshop: **Learning to Play as a Team**	**Beetle Bailey**, *Assistant to the Director*, LSU Athletic Department & *former Assistant Coach*, LSU Baseball
5:30-6:00	**The Scope of Campus Violence: Who, When, Where, What, Why** • types of violence • alcohol and other drugs • victims and perpetrators	**Mark Shaw**, *Captain*, LSU Police Department
6:00-6:30	DINNER	N/A
6:30-7:30	Discussion: **Defining Manhood, Defining Masculinity -- Who are the Real Men?** • Stereotypes of Men • Homophobia • The Traps of Machismo	**Philip Bennett**, Ph.D., *Director*, Habit Break
7:30-8:00	**Addressing the Needs of Victims of Violence**	**Drayton Vincent**, BCSW, *Clinical Social Worker*, LSU Mental Health Service

8:00-8:15	BREAK	N/A
8:15-9:15	Forum: **Black Men, White Men -- Finding Common Ground**	**Kirt Bennett**, *Executive Director*, Young Leaders Academy and *former SG President*, LSU
9:15-10:00	Video Viewing: **Breaking Down Rape Culture -- Men As Prevention Agents**	**Luoluo Hong**, MPH, *Coordinator*, LSU Wellness Education Department
10:00-10:45	Skills-Building: **Conflict Intervention and Male Assertiveness**	**George Thompson**, *3rd Degree Black Belt*, Tae-Kwon-Do Plus
10:45-11:00	Closing: **Where Do We Go From Here? & Evaluations**	

Final 2/21/96.

Men Against Violence at LSU
Fall 1995 Semester Report

Executive Board

There were 57 members of *Men Against Violence* (*MAV*) during this semester. The Fall 1995 officers who comprised the Executive Board were: Gabe Northern, *Coordinator*; Ruark Chick, *Chair of Awareness*; David Hagstad, *Chair of Community Action*; Sheddrick Wilson, *Chair of Education*; Jody Plauche', *Chair of Support*; Lionel Jackson, *Secretary*; Carlos Turcios, *Treasurer*; Chad Lemoine, *Public Relations Director*; and Luoluo Hong, *Advisor*.

Executive Board members met on Mondays on the following dates: September 4, October 2, October 9, October 23, October 30, November 6, November 13 and November 27.

Treasurer's Report

MAV began the semester with a budget of $569.60. At the semester's end, the account balance was depleted as a result of programming expenses. Funds for the organization consisted of dues payments by active members, revenue from T-shirt sales, and donations from Interfraternity Council, Panhellenic Council, Student Government, Student Health Center and Tiger Athletic Foundation.

Media and Publicity

MAV was mentioned in an August 4, 1995 article in **The Chronicle of Higher Education**. Members staffed a member recruitment table on Tuesday, September 12 in conjunction with the Student Organization Fair. At least once a day throughout the semester,

KLSU radio listeners heard an anti-violence public service announcement created by Joachim Vogeler.

WBRZ-TV Channel 2's Sunday, October 1st edition of the **Inside LSU Football** sports show spotlighted Gabe Northern and described his leadership role in *MAV*, as well as publicized the group's mission. Gabe Northern and David Hagstad of the Executive Board appeared on WVLA-TV Channel 33's morning show **AM Sunday** hosted by Jeanne Burns to talk about *MAV*'s mission on December 3, 1995, seen WVLA-TV Channel 33.

Collaborative Relationships

Jody Plauche' attended monthly meetings of the **Safer Campus Committee** as the *MAV* representative. This committee is convened by Tom Risch, Assistant Vice-Chancellor for Student Services/Dean of Students. Additionally, *MAV* members were actively involved with program planning and implementation for **LSU-SU Students United Against Violence**, a cross-campus collaboration to combat violence and substance abuse, as well as foster respect and tolerance. Key events of this project included a **Kick-Off Ceremony** on October 2 at the Riverside Centroplex; a tailgate preceding the November 29 **LSU vs. Southern basketball game**; and a halftime show in the Pete Maravich Assembly Center, "Shots for Peace," at this same game.

Educational Programming

MAV was one of the co-sponsors for **Safety & Rape Awareness Week**, September 11-15, 1995. As a result, members facilitated a conflict resolution workshop for men entitled "Is Liquid Courage Getting You Into Hot Water?" on Monday, September 11 Five *MAV* members conducted a series of four role play scenarios to demonstrate effective techniques for diffusing fights and other potentially violent situations. Approximately 15 students attended the workshop, which was held in the Student Recreational Sports Complex. In addition, the **Daily Reveille** covered the event in a front page article of its September 12, 1995 issue. At the Tuesday, September 12 panel discussion held in the LSU Union, "What Every Woman Should Know Before the First Home Football Game," David Hagstad assisted in providing sexual assault risk-reduction information to over 100 sorority women.

Forty individuals attended the Power Hall anti-violence workshop conducted by *MAV* on October 9, 1995. The interactive workshop again consisted of role play scenarios regarding conflict management. On October 11, 1995, *MAV* jointly sponsored **LIMBO & LUAU** during **Substance Abuse Awareness Week** with the Student Health Advocates and the Student Initiatives of the LSU Alliance. This street-fair activity involved educational information about alcohol-related health risk, including violence. About 750 students participated in this very successful event.

On Thursday, November 9 *MAV* hosted a **Forum on Racism and Violence** in the International Cultural Center. Over 60 LSU and Southern University students and staff were on hand to engage in lively discussion about racism, violence and prejudice on college campuses and in American society. LSU-TV filmed the entire program and aired it on the campus cable network.

Two fraternities requested acquaintance rape education workshops for their members. Programs for Lambdi Chi Alpha Fraternity and Phi Gamma Delta Fraternity were delivered on Tuesday, November 14 and Monday, November 20 respectively. Written evaluations produced strong positive feedback for both workshops, which reached 90 men in total.

The semester concluded with a business meeting held on Saturday, December 2, 1995

to plan for the Spring 1996 semester. Members brainstormed future ideas for educational outreach and increasing member participation, including:

- becoming part of resident assistants' training;
- hosting regular film showings with discussion afterwards;
- more frequent general *MAV* meetings (every other Saturday), in addition to weekly Executive Board meetings;
- promotion of *MAV* meetings via electronic mail;
- collaborating with the Graduate Student Association;
- targeting other athletic teams such as basketball and baseball, as well as the fraternities;
- co-sponsoring events with the Student Union Council;
- conducting a training retreat for members interested in facilitating educational workshops in late January or early February;
- establishing a brother chapter of *MAV* at Southern University; and
- soliciting funds from the Residence Hall Association, as well as additional corporate sponsors.

Submitted December 15, 1995.

Men Against Violence at LSU
Spring 1996 Semester Report

Executive Board

There were 96 members of *Men Against Violence* (*MAV*) during this semester. The Spring 1996 officers who comprised the Executive Board were: Gabe Northern, *Coordinator*; Ruark Chick, *Chair of Awareness*; David Hagstad, *Chair of Community Action*; Sheddrick Wilson, *Chair of Education*; Jody Plauche', *Chair of Support*; Ben Baldwin, *Secretary*; Carlos Turcios, *Treasurer*; Chad Lemoine, *Public Relations Director*; and Luoluo Hong, *Advisor*.

Executive Board members met on Mondays on the following dates: January 22nd, January 29th, February 5th, February 12th, February 26th, March 4th, March 18th, March 25th, April 8th, and April 22nd.

Treasurer's Report

MAV ended the semester with a budget of $532.24. Funds for the organization consisted of dues payments by active members, revenue from T-shirt sales, and donations from the Interfraternity Council and Kappa Alpha Fraternity.

Media and Publicity

MAV members staffed a member recruitment table on Wednesday, January 31st in conjunction with the Student Organization Fair. At least once a day throughout the semester, KLSU radio listeners heard an anti-violence public service announcement created by Joachim Vogeler; the PSA featured the voice of Kevin Ward from the LSU Baseball Team.

A Spring 1996 newsletter entitled **Noenum Violentus** was published and distributed throughout the semester in the Student Recreational Sports Complex, in the LSU Union lobby, and in Johnston Hall. The newsletter contained articles written by *MAV* members, as well as a calendar of events.

In the Thursday, May 2, 1996, issue of **The Daily Reveille**, an ad appeared, thanking the 1995-1996 Executive Board officers for their service during the 1995-1996 year, and congratulating the newly elected 1996-1997 Executive Board.

During May 29 - June 1, 1996, Jody Plauche' attended the **American College Health Association's 1996 Annual Meeting** in Orlando, FL. He and Luoluo Hong served as panelists for a program entitled, "Working Together to Change the Rape and Violence Culture."

Collaborative Relationships

Damon Hewitt and Roderick Smothers were the *MAV* representatives to the *Student Community Action Team* of **LSU&SU Students United Against Violence**. This group sponsored a very successful event on Sunday, March 3rd between 1:00-5:00 PM at the LSU Parade Grounds, the **1st Annual Spring Sports Fest & Jambalaya**. As a result of MAV's involvement with *S.C.A.T.*, a fledgling chapter of Men Against Violence was established on Southern University's campus through the Men's Federation, Student Government Association.

Chad Lemoine served as a student member of the **Student Health Center Search Committee** for a new Wellness Education Coordinator during April 1996.

Educational Programming

MAV officers conducted an in-service for members of the Student Health Advocates on Wednesday, January 31 at their weekly meeting. In an effort at soliciting membership and participation from social fraternities, Gabe Northern and Jody Plauche' attended the Tuesday, February 13th meeting of the Interfraternity Council.

The first *MAV* **Training Retreat** was held on Friday, February 23rd from 4:30-11:00 PM in Room 284 of the LSU Student Health Center. A total of 35 *MAV* members and several students from Southern University were in attendance. Guest speakers included: Beetle Bailey, Assistant to the Director, LSU Athletic Department; Mark Shaw, Captain, LSU Police Department; Kirt Bennett, Executive Director, Young Leaders Academy; Philip Bennett, Director, Habit Break; Drayton Vincent, Clinical Social Worker, LSU Mental Health Service; and George Thompson, 3rd degree black belt, Tae-Kwon-Do Plus. The first edition of the training manual was also distributed at this event.

MAV conducted several workshops throughout the semester for residence halls and fraternities. Topics covered ranged from conflict resolution and racism, to fighting and date rape. Programs took place for the following groups: Kirby-Smith Hall on Tuesday, February 27th (15 attendees); Power Hall on Tuesday, March 26th (20 attendees); Broussard Hall on Wednesday, April 10th (12 attendees); and Kappa Alpha Fraternity on Wednesday, April 24th (60 attendees). In addition, four *MAV* representatives spoke to 45 African-American youths in fourth grade about the importance of self-respect, academic achievement, and leadership; this community service project for Young Leaders' Academy occurred on Saturday, March 23rd.

MAV staffed an educational and recruitment booth at the **Wellness Fair**, held on Tuesday, April 16th from 9:00 AM - 4:00 PM in the Ballroom of the LSU Union. Bandaids, along with educational brochures and fliers, were distributed to symbolize the theme of "Heal Hearts, Heal Communities."

On Wednesday, April 17th *MAV* hosted a **Forum on Racism and Violence II: Seeking Solutions** in the International Cultural Center. This was a follow-up to last semester's very successful event. Twenty-five men came together and developed an action plan for promoting

greater understanding among students and reducing racial conflict on LSU's campus.

General business meetings occurred on Saturday, January 27th; Saturday, February 10th; Tuesday, March 5th; Wednesday, March 20th; and Saturday, April 13th. The semester concluded with a business meeting held on Saturday, April 28th. Certificates of appreciation were distributed to members of the Executive Board and to general members who displayed exemplary service to *MAV* (Ofori Agboka, Cle'Mons Henderson, Damon Hewitt, Troy Lester, Roderick Smothers and Joachim Vogeler).

Submitted May 3, 1996.